DOCUMENT RESUME

ED 357 792 JC 930 274

TITLE	Partnerships with the Public Sector: Vocational Education Resource Package.
INSTITUTION	Evaluation and Training Inst., Los Angeles, Calif.
SPONS AGENCY	California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE	93
NOTE	15p.; Project supported by funds from the Carl D. Perkins Vocational Education and Applied Technology Act (Title II, Part A). Cover title varies slightly.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Case Studies; Community Colleges; *Cooperative Programs; Educational Counseling; Educational Resources; Elementary Secondary Education; *Mentors; Partnerships in Education; Program Descriptions; Program Design; *Program Development; Public Schools; *School Business Relationship; School Community Relationship; Special Needs Students; Two Year Colleges; *Vocational Education
IDENTIFIERS	*California Community Colleges

ABSTRACT

Designed to assist community college administrators and faculty in enhancing vocational education programs and services, this resource package contains information on successful partnership programs between California Community Colleges (CCC) and public sector entities. Following a brief overview of public sector partnerships, the report presents descriptions of the following public partnership efforts in the CCC: (1) the Career Path Exploration Program at Foothill College, a mentorship program conducted in collaboration with the Women in Business Committee of the Mountain View Chamber of Commerce (MVCC), and designed to assist college students in clarifying their educational and career goals through mentorships with MVCC members; (2) the Greater Avenues for Independence Consortium of the West Valley-Mission Community College District, a program assisting public welfare recipients to achieve economic self-sufficiency by facilitating access to appropriate services and programs at seven local community colleges; (3) the Hispanic Women's Mentorship Program at Cypress College, conducted in collaboration with the Fairview Development Center and using mentors to increase retention rates of Hispanic women in the Psychiatric Technician Program at the college; and (4) Southwestern College's cooperative education program with the Navy, providing students with internships at Navy command posts. The final section of the report lists key elements of successful partnerships, including administrative support, written agreements, shared interests, communication, and funding. A list of program contact people are included. (PAA)

VOCATIONAL EDUCATION RESOURCE PACKET

ED357792

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
L. Goldenberg

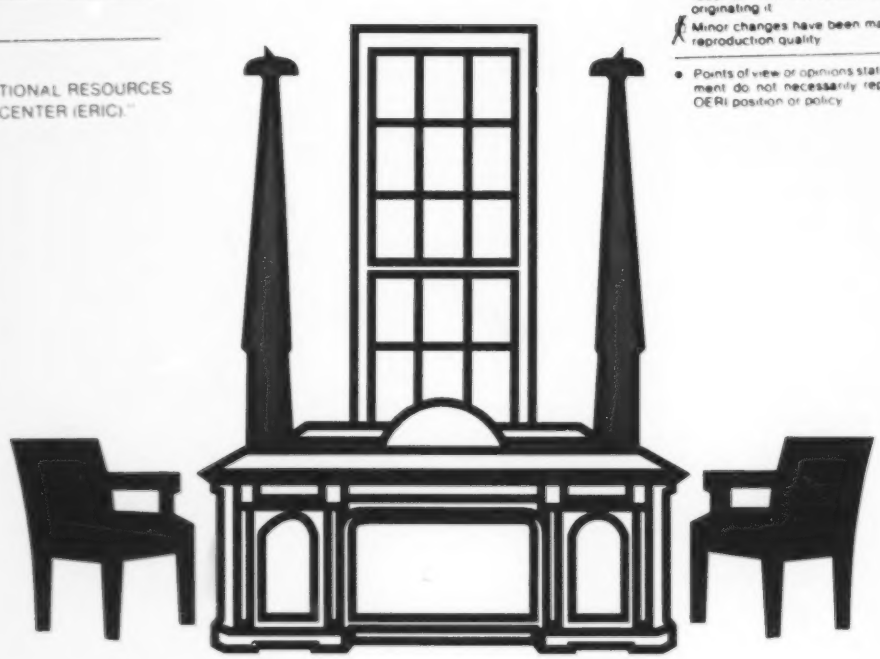
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



JC930274

Chancellor's Office
California Community Colleges

1993

BEST COPY AVAILABLE

This publication was supported in whole or in part by the U.S. Department of Education under the provisions of the Vocational Education and Applied Technology Act, Title II, Part A, as administered by the Chancellor's Office of the California Community Colleges. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the Chancellor's Office of the California Community Colleges or the U.S. Department of Education should be inferred.

VOCATIONAL EDUCATION RESOURCE PACKAGE

Partnerships With the Public Sector

Prepared for the
Chancellor's Office of the
California Community Colleges

Prepared by the
Evaluation and Training Institute
12300 Wilshire Boulevard, Suite 420
Los Angeles, California 90025

1993

VOCATIONAL EDUCATION RESOURCE PACKAGES (VERPs)

Vocational Education Resource Packages (VERPs) are made available to the California Community Colleges through a special project grant. VERPs are designed to assist community college administrators and faculty in enhancing vocational education programs and services, especially those serving special population students.

Each VERP contains information about successful program strategies and ideas currently in use in vocational education programs at the California Community Colleges. VERPs enable the dissemination of various program approaches to interested colleges, and provide resource materials to improve or develop programs which respond to local needs.

The VERPs are organized along thematic lines based on the needs of California Community Colleges. This VERP provides information on public sector partnerships.

VERP Titles	
Industry-Education Partnerships	Partnerships with the Public Sector
School-to-Work Transitions	Multi-media Instruction
Trends in Gender Equity	Promising Practices
Career Development	Staff Development
Rural Programs	Grant Writing

TECHNICAL ASSISTANCE

The special project grant that enabled the development and dissemination of the VERPs also provided for technical assistance. **Technical assistance services and workshops are available free of charge through June 1993.** The workshops and technical assistance will be provided by community college faculty and other resource people with relevant experience and know-how to share. Should your college wish to have an on-site workshop, or should you desire additional information, please contact:

Leslie Goldenberg
Evaluation and Training Institute
12300 Wilshire Boulevard, Suite 420
Los Angeles, California 90025
(310) 820-8521
(310) 207-2964 fax

TABLE OF CONTENTS

Background 1

Case Studies 3

Foothill College:
Career Path Exploration Program 3

West Valley-Mission Community College District:
GAIN Consortium 4

Cypress College:
Hispanic Women's Mentoring Program 6

Southwestern College:
Partnership with the Navy 7

Key Elements 8

Resources 11

BACKGROUND

The California Community Colleges are experiencing a period in which resources are becoming scarce, but local college staff are being asked to maintain the same level of services for students. To combat shrinking budgets, numerous colleges have initiated partnerships with business and industry. Few, however, have maximized their relationships with public sector entities.

Both private and public organizations have been challenged to become active players in employment preparation. Forming alliances with educational institutions benefits public and private sector entities by providing more input into the educational process, yielding better prepared workers. For educational agencies, such as the California Community Colleges, alliances with business and governmental organizations provide greater opportunities to collect feedback, solicit resources, and provide students more options in obtaining employment. The establishment of collaborative arrangements with public sector organizations ranging from non-profit agencies to public utility corporations is a means to acquire valuable assistance.

In addition to facilitating the transition of vocational education students into jobs, public sector partnerships can serve to coordinate social service delivery systems. Providing an array of services in one location reduces the fragmentation of services, and protects against duplication of efforts. Furthermore, coordinated service delivery increases access to information and services.

The creation of public partnerships has evolved as an outgrowth of efforts to build alliances with business and industry. Making connections with public sector entities has resulted in enhanced programs at a number of colleges. This resource package provides several examples of recent successes in this area.

CASE STUDIES

Foothill College:
Career Path Exploration Program (CPEP)

Foothill College initiated a career mentorship program in collaboration with the Women in Business Committee of the Mountain View Chamber of Commerce. Called the Career Path Exploration Program (CPEP), the program's goal is to assist college students in clarifying their educational and career goals by connecting them with mentors from the Chamber of Commerce. While the program was originally designed to expose female re-entry students to various careers by providing opportunities for them to conduct informational interviews with mentors and to arrange job shadowing experiences, its success has resulted in an expansion serving all students.

The development of CPEP involved collaborative efforts between the Women in Business Committee of the Mountain View Chamber of Commerce and Foothill College's Career Center staff. Several meetings were held to discuss program logistics and recruitment strategies. Each organization took on a share of the program's operations. The Mountain View Chamber of Commerce's main responsibility was in identifying and recruiting mentors. Once the mentors were identified, Foothill College Career Center staff matched students with mentors and followed-up on the process.

The Career Center developed a database including each mentor's name, occupation and employer. Flyers were posted advertising the program to students. As the program's success grew, students also became aware of the program by referrals from their peers. Interested students were required to meet with a career counselor to discuss their career interests and goals. Based on the initial counseling session, students were matched with a mentor with corresponding interests or background. The career counselor was responsible for scheduling an initial interview and for confirming that the student had met the mentor.

Since its inception, the program has received overwhelming response. As noted above, it was expanded to provide assistance to all college students seeking career guidance at the Foothill College Career Center;

students visiting the Career Center are encouraged to participate in the program. To provide an additional incentive to students, a college course has been developed which allows students to receive college credit for interviewing a Chamber of Commerce mentor.

Garnering support from Foothill College staff and the Mountain View Chamber of Commerce members has ensured the continuity of the program. Foothill College stressed the importance of marketing the program to college staff. The Dean of Counseling was instrumental in securing funding for the continuity of program. To support the college, the Mountain View Chamber of Commerce has taken the responsibility of managing all photocopying needs in an effort to defray costs.

The relationship with the Chamber of Commerce has expanded into other areas. For example, Foothill College invited Chamber of Commerce members to participate in campus activities, such as Career Forums. Chamber of Commerce speakers have included representatives from business, technology, government, health and social services. Additionally, some mentors have provided students job experience by organizing informal internships. The Women in Business Committee is planning to establish a $1000 annual scholarship fund for those students who decide to pursue a certain program of study at Foothill College as a result of their participation in the mentorship program.

West Valley-Mission Community College District: GAIN (Greater Avenues for Independence) Consortium

The West Valley-Mission Community College District was an active participant in establishing the GAIN (Greater Avenues for Independence) Consortium. As an outgrowth of Santa Clara County's GAIN Advisory Council, the GAIN Consortium was developed to assist public welfare recipients in achieving economic self-sufficiency by facilitating access to the proper sources at each of the seven local community colleges: De Anza College, Foothill College, Evergreen College, Gavilan College, Mission College, San Jose City College, and West Valley College. The principal intent of the GAIN Consortium was to enable the participating community colleges to successfully identify, recruit and provide services to eligible GAIN students in a coordinated manner; the coordinated approach was designed to accomplish GAIN objectives in a more cost-effective and productive manner.

In addition to coordinating services to maximize the program's efficiency, community college representatives were interested in establishing a consortium to serve as a vehicle to provide training and educational assistance for the staff implementing GAIN. The colleges sought to learn how to mainstream GAIN participants into college curricula, and how to support GAIN participants in completing vocational programs.

Communication between the community colleges and county staff was essential in the development of the consortium. A challenge facing consortium representatives was to identify the roles and responsibilities of each member agency, and to provide justification for the establishment of the consortium. A series of meetings to clarify operational roles met this need.

At the colleges, the challenge of convincing administrators of the potential of consortium activities was met through enlisting the support of the Boards of Trustees by providing data to clarify that GAIN-eligible participants were already a significant percentage of community college students. The rationale for instituting a formal program was that even minimal efforts to serve this targeted population would be financially beneficial to each college.

While the implementation of the GAIN Consortium provided practical technical assistance to individual colleges, the strongest selling point for implementing the consortium was that the endeavor provided a mechanism for individual college districts to augment funding. Participation in the GAIN Consortium enabled member colleges to become eligible for unrestricted excess-cap apportionment funding from the state.

Coordination was a key factor in the success of the GAIN Consortium. At each college site, a designated GAIN liaison was appointed to oversee the GAIN activities at their respective college. Member colleges discussed and developed useful materials that provided essential information on how to properly institute the GAIN program. Jointly, the colleges defined the GAIN student profile, and determined eligibility requirements. To further assist member colleges, the GAIN Consortium developed intake forms, and recruitment brochures highlighting the courses each campus offered. The technical assistance and resource materials that emerged from the consortium effort were jointly researched and produced, saving staff time.

The GAIN Consortium has documented the success of the project by maintaining an accountability system that tracks GPA, majors retention rates of the GAIN students. A monthly tracking system has been established to coincide with the County's computerized accountability system. The consortium agreement stipulates that each member college must submit a monthly report which is maintained by a central unit, the Occupational Training Institute at De Anza College. Reports are generated by county staff and cross-referenced by county welfare case managers to conduct follow-up with GAIN students. On an annual basis, the seven colleges provide services to more than 850 students.

Cypress College: The Hispanic Women's Mentorship Program

The seven facilities operated by the Department of Developmental Services throughout the state have linked with local community colleges to fulfill their needs for trained personnel. Specifically, Cypress College and Fairview Developmental Center joined to implement an approach for increasing the retention rate of Hispanic women in the Psychiatric Technician Program at Cypress College. The project achieved its goals by establishing a mentorship program matching Hispanic female students with professional Hispanic women in the psychiatric field.

The project was coordinated under the direction of the Psychiatric Technician Advisory Committee at Cypress College, with assistance from the Dean of Occupational Education and Dean of Health Services. Having had experience in similar projects, the Fairview staff also provided support.

Under an agreement with Fairview, Cypress College students were hired to work with developmentally disabled clients, giving students the opportunity to gain on-the-job experience. Since the majority of the new employees hired at Fairview Developmental Center are graduates from Cypress College and Saddleback College, those who complete psychiatric technician training have a good probability of being hired. On average, Fairview hires 60 to 70 students each year.

Southwestern College: Partnership with the Navy

Southwestern College has developed a cooperative education program with the Navy. Located near San Diego, where the military is a driving force, Southwestern took advantage of a practical opportunity to serve students and the community. The Navy had multiple command posts which offered student positions. Coordinating the process of defining the positions, publicizing the opportunities, and selecting the students from a centrally located contact within the Navy bureaucracy benefitted both the college's students and the Navy. Close coordination and cooperation between the college and the Navy was essential to implementing the program in an efficient manner.

Many internships resulted from Southwestern's partnership with the Navy. To implement the program, the Navy first produced a list of the student positions available at the command posts. The college publicized the information to students. Next, the Navy held orientation meetings on campus to allow interested students to learn more about the opportunities and the requirements. After completing an application and interview process, fifty students were chosen.

At the end of the internship and upon completion of their degree, students were given a period of 120 days in which they could be hired by the Navy into full-time positions. Career positions included the opportunity to obtain further education at the expense of the Navy. Thus, the successful partnership not only provided work experience to students, and qualified employees to the Navy, but also opened the door for permanent careers and continued education.

KEY ELEMENTS

- **Administrative Buy-In**

  Obtaining administrative buy-in is key for promoting partnership programs, and is necessary to ensure the project's continuity. Seeking support from the key players from **both** parties is essential.

- **Written Agreement/Memorandum of Understanding**

  A detailed written agreement will facilitate the operations of a partnership and will ensure that each party understands its respective responsibilities. An inventory of the resources each partner will provide should be included.

  In some cases, formal relationships may expand into new areas. For example, Los Angeles Southwest College organized an official partnership relationship with the City of Los Angeles Department of Water and Power (DWP), in which the college serves as a training facility for DWP employees. Since the college's training facilities house the same equipment DWP employees operate, the partnership offers a good fit for both organizations. This relationship has expanded the DWP's involvement with local community colleges; DWP employees now sit on several advisory committees, and DWP-sponsored classes are available for students at several campuses.

- **Mutuality of Interests**

  The most successful partnerships equally address the needs of both the community college and its partnering agency. Developing an alliance that addresses mutual interests may require the college to conduct background research on the needs of local agencies, including their employment patterns and culture.

- **Communication**

  Colleges that have implemented successful partnerships insist that ongoing discussions of goals, objectives and progress are necessary for any project. Significant decisions about the project should be made in consultation with the partnering agency.

- **Locating Funding Sources**

  Most public agencies have been affected by budget cutbacks and are unable to dedicate substantial financial assistance to establish programs. However, many public sector entities are interested in working with the colleges to enhance, update or modify existing offerings.

  Ambitious projects may seek grant monies or special project funds from the Chancellor's Office or other sources, with matching funds from the partner. Some project implementors have begun their own fundraising. For example, Cuyamaca College has gathered resources for their annual single parent conference by contacting local rotary clubs and soroptimist clubs in the East San Diego area for financial and in-kind support. Additionally, Cuyamaca College project implementors have hosted a networking breakfast for community leaders and agency representatives in an effort to solicit their support.

- **Overcoming complex bureaucratic structures**

  The process of establishing a collaborative relationship between agencies that have never worked together must include a period of learning about each other's organizational structures and cultures. Since both the colleges and most public sector agencies have clear protocols for decision-making, a great deal of time may be invested in planning and approval before program implementors can begin.

RESOURCES

Lily Adams
Foothill College
(415) 949-7211

Bonnie Banks
California Department of Developmental Services
(916) 654-2241

Jeanne Higgins
Cypress College
(714) 826-2200

Kim Peterson
DeAnza College/Occupational Training Institute
(408) 864-8869

Fred Prochaska
West Valley-Mission Community College District
(408) 741-2095

Lou Sarrao
Fairview Developmental Center
(714) 957-5103

Carmen Solom/Sandy Lyon
Cuyamaca College
(619) 670-1980

Earnestine Thomas-Robinson
Los Angeles Southwest College
(213) 777-2225

Walter Zeisl
Los Angeles Department of Water and Power
(213) 481-6357